R E P O R T R E S U M E S

ED 010 661 08

A SURVEY INSTRUMENT FOR IDENTIFYING CLUSTERS OF KNOWLEDGE AND COMPETENCIES ASSOCIATED WITH PERFORMANCE OF CHILD CARE WORK, REPORT NUMBER 10.

BY- RAHMLOW, HAROLD F. CAVANAGH, CATHERINE
WASHINGTON STATE UNIV., PULLMAN

REPORT NUMBER ERD-257-65-10 PUB DATE DEC 66
WASHINGTON STATE BOARD FOR VOCAT. EDUC., OLYMPIA
REPORT NUMBER BR-5-0046-10
CONTRACT OEC-5-85-109
EDRS PRICE MF-$0.09 HC-$0.88 22P.

DESCRIPTORS- *VOCATIONAL EDUCATION, *JOB ANALYSIS, *CHILD CARE, CHILD DEVELOPMENT, DAY CARE SERVICES, *CURRICULUM RESEARCH, HOME ECONOMICS EDUCATION, QUESTIONNAIRES, SURVEYS, TASK PERFORMANCE, JOB SKILLS, JOB TRAINING, *OCCUPATIONAL INFORMATION, MEASUREMENT INSTRUMENTS, PULLMAN, OLYMPIA, WASHINGTON

TO IMPROVE COMPATIBILITY BETWEEN ACADEMIC CURRICULUMS OFFERED IN CHILD CARE AND THE ACTUAL WORLD OF WORK IN THAT FIELD, A SPECIAL RESEARCH TEAM DEVELOPED AND FIELD TESTED A SURVEY INSTRUMENT DESIGNED TO OBTAIN UP-TO-DATE FACTS ABOUT MAJOR TYPES AND COMBINATIONS OF TASKS PERFORMED BY CHILD CARE WORKERS. FIELD TESTING WAS DONE WITH EMPLOYEES OF A PLAYSCHOOL AND A DAY NURSERY ASSOCIATION. SUBJECTS WERE ASKED TO INDICATE TASKS THEY PERFORMED IN THE FOLLOWING AREAS--(1) HOUSEKEEPING, (2) FOOD PREPARATION, (3) ASSISTING CHILDREN WITH ROUTINES, (4) MATERIAL PREPARATION, (5) CLERICAL AND SECRETARIAL WORK, (6) DIRECTING OR ASSISTING WITH ACTIVITIES, (7) PLANNING ACTIVITIES OR PROGRAMS, (8) PURCHASING, (9) WORKING WITH PARENTS, AND (10) GENERAL ADMINISTRATION. A COPY OF THE COMPLETED INSTRUMENT WAS PRESENTED. THIS VOLUME REPRESENTS PART 10 OF A 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 664. (JH)

ED010661

FINAL REPORT
Project No. ERD-~~257-65~~ S-0046
Contract No. OE-5-85-109
Report No. 10

A SURVEY INSTRUMENT FOR IDENTIFYING CLUSTERS OF KNOWLEDGE AND COMPETENCIES ASSOCIATED WITH PERFORMANCE OF CHILD CARE WORK

December 1966

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

A SURVEY INSTRUMENT FOR IDENTIFYING CLUSTERS OF KNOWLEDGE AND COMPETENCIES ASSOCIATED WITH PERFORMANCE OF CHILD CARE WORK

Project No. ERD-257-65
Contract No. OE-5-85-109
Report No. 10

by

Harold F. Rahmlow
Catherine Cavanagh

December 1966

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Department of Education, Washington State University, Pullman, Washington
State Board for Vocational Education, Olympia, Washington

CONTENTS

ACKNOWLEDGMENTS iii

INTRODUCTION
Purpose and Rationale. 1
Social-Economic Significance of Out-of-Home Child Care 2
Objectives 2
Hypotheses 3
Related Research and Thought 3

METHOD
Conceptualization of Tasks 4
Field Testing. 4

RESULTS 5

DISCUSSION. 5

RECOMMENDATIONS 5

SUMMARY 5

APPENDIX A, Child Care Service Task Survey Instrument 6

REFERENCES. 14

ACKNOWLEDGMENTS

This research instrument represents the thought and judgment of many educators and people responsible for operation of modern food service establishments. The following have played especially helpful roles:

Marianne Andrews, Washington State Director of Home and Family Life Education; Joane S. Kohlgenant, Washington State University Professor of Home Economics; Dr. Gladys Pellinger, University of Idaho, Professor of Home Economics; and Dr. Mary Gallwey, Washington State University, Professor of Home Economics helped conceptualize and organize the questionnaire. Dr. Alberta Hill, Professor of Home Economics, Iowa State University, provided invaluable consultant services. Mrs. Mary Drake, Mary Drake Playschool; Mrs. Virginia Fenske, Washington State Department of Public Assistance; Mrs. Dorothy Hayes, Washington State Department of Public Assistance; Mrs. Doris Hubner, Tacoma Public Schools; Mrs. Frances Prindle, Seattle Public Schools; Mrs. Mildred Reed, Seattle Day Nursery Association; and Mrs. Virginia Saibel, Coordinator, Head Start Program, made generous contributions. Graduate students Shirley Kiehn and Betty Passons conducted field tests and thoughtfully made numerous revisions.

Thanks are due Marilyn May and Renae Rantanen for patient copy editing and preparation of the manuscript.

INTRODUCTION

Purpose and Rationale

One major purpose of this project is to identify clusters of knowledge and competencies most likely to maximize the career-long occupational opportunity, competence, and choice of non-college bound youth in an evolving technological society.

This research is rooted in the philosophic premise that occupational freedom involves both informed choice of alternatives and competence to work effectively. The economy needs constantly larger numbers of workers possessing new capabilities. But youth can evaluate only those occupational choices that they perceive. They are free to perform only the kinds of work for which they acquire competence.

Choice and acquisition of competence may be needlessly impaired by limited outlooks and motivations. For those reasons, studies of occupational perceptions, aspirations constitute other dimensions of this project.

The objective of our clusters research is to obtain facts about what major types of tasks are actually performed in occupations most likely to provide employment opportunity for substantial percentages of non-college bound youth and to identify major types of knowledges most likely to prepare them for such work. On the basis of Bureau of Labor Statistics projections, the following occupational areas were selected for study: office, general merchandise retailing, building trades, electronics, food services, and child care.

To obtain task and knowledge data for clustering, the staff, in consultation with employers, employees, and vocational teachers, prepared questionnaire check lists designed to identify specific major tasks actually performed by workers in each of the occupational areas listed above.

Questionnaires were designed to obtain from employees data on age, sex, major types of tasks presently performed, length of time on present job, and other types of work done in the past five years.

Those questionnaires have been administered to representative samples of workers in each occupational area. To maximize the predictive value of data, questionnaires were administered only to employees in modernized leading-edge firms in which tasks are most likely to represent those prevailing in the foreseeable future.

Results provide data on (1) combinations of major tasks groups of workers on a construction job or in a firm or agency presently perform, (2) combinations of major tasks performed on entry jobs, and (3) combinations of tasks generally performed by workers with various degrees of experience, and (4) some data on 5-year combinations of worker experience.

From analysis of the above data, we have obtained up-to-date facts about combinations of major tasks performed by major categories of workers.

Knowledges associated with performance of each task are being identified by juries of employees, supervisors, and vocational teachers.

Both task and knowledge items are being coded so various patterns of relationships can be identified by computer.

From analysis of the above data, we are obtaining definitions of both tasks and knowledges involved in entry jobs and in positions into which workers can move as they get experience. We are identifying (1) some clusters of knowledge useful within each occupational area and (2) some clusters that are commonly useful in two or more areas.

Facts about currently useful tasks and knowledges are being supplemented by studies of ways they will be affected by equipment, processes, and materials now being developed by leading-edge industries.

Social-Economic Significance of Out-of-home Child Care

The immense psychological and social values of adequate child care are becoming more widely recognized. Technological, economic, and institutional developments steadily enlarge resources and mechanisms for providing services more congruent with fulfillment of need and potential.

In recent years employment of non-professional personnel in agencies and institutions providing child care services has increased substantially. The number of child day care centers is growing. An increased number of schools are employing people to perform non-professional services for children. There is a similar growth in the number of public and private institutions providing special services for mentally and physically handicapped children.

At least a gradual acceleration of such developments is in prospect. There is reason to expect that they will result in considerable expansion of non-professional employment. In addition, in-home child rearing will continue to be the largest occupation in the world.

The social-economic-cultural importance of effective child care work in and out of homes and the immense human costs of inadequate performance are obvious.

Objectives

Vocational educators need accurate means of identifying major types of non-professional tasks involved in child care work and the knowledges and competencies involved in their performance.

The objective of this phase of Project ERD-257-65 is to develop a survey instrument for identification of major tasks performed by non-professional workers employed by organizations, institutions, and agencies providing child care service. The instrument will be utilized to obtain data that will (1) provide up-to-date facts about combinations of work done by various categories of child care workers, (2) provide a base for identification of clusters of knowledges and competencies essential for effective performance of tasks constituting work patterns, and (3) ascertain the degrees to which such knowledges and competencies are congruent with those essential for work in other non-professional occupations.

Hypotheses

Drawing on the experience of others, it seems reasonable to assume that various segments of the child care services share many elements in common. It is hypothesized that certain clusters of knowledges and competencies are common to performance of several categories of child care work and that some are more specialized tasks. For example, it is likely that many persons in a wide variety of child care jobs would need to have knowledge of the normal physical development of children. However, it is unlikely that many persons employed in child care occupations would need to know about types of insurance desirable for a child day care center. Vocational educators need facts about types of knowledges and competencies associated with major types of child care work.

Related Research and Thought

The number of mothers working is continually increasing. U. S. Department of Labor reports show that the percentages of women in the labor force has risen from 20 per cent in 1920 to 32 per cent in 1960. This trend is expected to continue. Of the women in the working force in 1964, 3.5 million were mothers of children under six and 2 million had children under three.(1).

The National Association for Nursery Education (2) has set forth reasons why day care services should be provided for children whose parents cannot care for them during the day. Dennis (3) and Buchanan (4) provide additional data on the need for child care service workers and imply that many could be trained at para-professional levels. Pope and Crump (5) like others, note that the effectiveness of teachers can be increased by para-professional assistants. Schnell and Mills (6) report the nature of a program in an Oakland, California, high school to train such persons.

McLennan (7) describes a program conducted by the Harvard University Center for Youth and Community Studies to train, and report the availability of, disadvantaged youth to work as school aids. That experience indicates the importance of combining work experience with general education and basic training.

Costin (8) analyzes results of the University of Illinois' series of training programs attempting to train para-professionals for child welfare work for social work aspects of child welfare services.

Some evidence of the feasibility of child care training programs is provided by Confay's (9) report on employment records of youth trained in an Arlington, Virginia, high school.

With a National Institute of Mental Health grant (MH-631-6), Van G. Bromadka (10) recently studied the capabilities of employees presently staffing institutions providing residential services for children. He concluded that "In no institutions were the workers trained sufficiently for what was expected of them. In many instances they were put to work without any basic understanding of their tasks.... Child care method, of course, needs further conceptualization, refinement, and improvement; and it needs to be transcribed into units of work prescription before it can be communicable and teachable. This calls for a collaborative effort on the part of institutional and educational institutions."

Bromadka also conceptualized some major types of non-professional tasks involved in child care services as follows:

Participating in planned routine.
Supervising provision of food, clothing, bedding.
Providing first aid and nursing care.
Providing emotional security.
Planning and supervising recreation.
Stimulating children to learn.

Wasjass (11) reports on a study designed to ascertain child development and guidance knowledges needed by mothers and employees in three occupations related to child care.

METHOD

Conceptualization of Tasks

A team composed of home economists and employees of nursery schools and day care centers conceptualized items listed on the survey instrument (See Appendix A). The tasks were worded to be comprehensible by employees and arranged in functional categories. Throughout the conceptualization process, there was constant checking and rechecking of items. Child care service personnel offered many helpful suggestions.

Field Testing

The initial instrument was field tested with employees of the Mary Drake Playschool, Walla Walla, Washington, and the Seattle Day Nursery Association, Seattle, Washington, serving as subjects. Those institutions included a variety of employees sufficient for adequate testing. The questionnaire was administered to a sample of employees in those institutions. Later it was also used as a bases for personal interviews with the same persons. Results obtained by both methods were compared. Differences were slight, indicating that, with some revisions, the questionnaire could be used to obtain accurate data. Comments of interviewees were used as a basis for revising the questionnaire.

RESULTS

The instrument for gathering data on the tasks performed by child care workers is reproduced in Appendix A.

DISCUSSION

The major types and combinations of tasks performed by various categories of non-professional care service workers can be conceptualized and identified. Experience derived from other phases of Project ERD-257-65 work indicate that the task items listed on the questionnaire can be utilized to identify clusters of knowledges and competencies common to entry and later-career work patterns. Those unique to specialized tasks can also be identified. That information will provide partial bases for planning curriculum and developing instructional materials that will increase pupils' vocational capabilities.

The cooperative nature of this project has increased communication between vocational educators and personnel directing child care agencies. This closer working relationship provides a base for more mutually beneficial working relationships in the future.

RECOMMENDATIONS

It is recommended that the instrument be administered to a representative sample of non-professional employees performing child care services in well-operated day care centers, nursery schools, and hospitals. Data obtained in that manner should be utilized as a base for identifying knowledgessand competencies associated with major categories of child care work. The congruence of those knowledges and competencies with those contributing to effective work in other occupations should also be determined.

SUMMARY

Out-of-home child care work offers occupational opportunity for a steadily growing number of non-college bound youth.

A team of home economists and employees and supervisors of day care centers and nursery schools conceptualized and field tested a survey questionnaire to identify major types of tasks performed by various categories of child care workers. The instrument will be utilized to obtain data that will (1) provide up-to-date facts about combinations of work done by various categories of child care workers, (2) provide a base for identification of clusters of knowledges and competencies essential for effective performance of tasks constituting entry and later-career work patterns, and (3) ascertain the degrees to which such knowledges and competencies are congruent with those essential for work in other non-professional occupations.

APPENDIX A

CHILD CARE SERVICE TASK SURVEY INSTRUMENT

You can help our schools give your sons and daughters the kinds of education they need to earn good incomes.

As you know, many changes are taking place in the kinds of work people do. Schools need up-to-date facts about exactly what kinds of work are being done. Those facts will help schools provide useful training.

You have been selected to help with a nation-wide study to show what actual kinds of work people in various occupations do.

The information will be STRICTLY CONFIDENTIAL.

Your cooperation is appreciated and will help your schools prepare young people to earn good incomes.

After you have completed the attached questionnaire, return it promptly, in the enclosed self-addressed envelope. No postage is necessary.

This Project is sponsored by:

Washington State University
University of Idaho
Washington State Board for Vocational Education
Idaho State Board for Vocational Education

1. Name _____

2. Present Job Title _____

3. Name of Employing Agency _____

4. Address of Employing Agency _____

5. ☐ Male ☐ Female

6. Age: ☐ Under 20 ☐ 20-30 ☐ 31-50 ☐ Over 50

7. Draw a circle around the highest grade you completed in school:

grade 6	High school graduate
grade 7	1 year of college
grade 8	2 years of college
grade 9	3 years of college
grade 10	College graduate
grade 11	

8. For how many years have you been in your present occupation?

Less than 1 year 1-5 years More than 5 years

9. How many times have you changed jobs in the past 5 years? Check the correct box below.

☐ 0 times

☐ 1 - 2 times

☐ 3 or more times

10. Please list other types of work you have done in the past 5 years.

_____

_____

_____

_____

_____

INSTRUCTIONS

The following pages list tasks some people who work in child care occupations do.

Please read each task listed.

Check (✓) "YES" for all of the tasks you perform as part of your work.
Check (✓) "NO" beside all of the tasks you do not perform as part of your work. PLEASE CHECK ALL ITEMS.

DO NOT CHECK A TASK "YES" UNLESS YOU HAVE ACTUALLY PERFORMED IT IN THE LAST TWO (2) YEARS.

PLEASE BE SURE TO CHECK EACH ITEM EITHER "YES" OR "NO."

Here is an example of how to check items:

YES	NO	
✓	___	Set up and arrange beds (A check of "YES" means that you do that as part of your work.)
___	✓	Wash dishes (A check of "NO" means that you do not wash dishes as part of your work.)

CHILD CARE SERVICES

PLEASE CHECK EACH ITEM EITHER "YES" OR "NO"

Housekeeping

YES	NO	
___	___	Arrange and rearrange furniture
___	___	Set up and arrange beds
___	___	Make beds and change bed linens
___	___	Clean floors, walls, woodwork, cabinets, storage areas, windows, tables, etc.
___	___	Wash toys and equipment (blocks, dolls, puzzles, etc.)
___	___	Clean cages, pens, or containers for animals
___	___	Feed animals and/or water plants
___	___	Wash doll clothing, dressup clothing, towels, rest mats, etc.
___	___	Make minor repairs or part replacements
___	___	Make major repairs or part replacements
___	___	Repair books
___	___	Store equipment and materials
___	___	Dispose of wastes
___	___	Sand and paint furniture
___	___	Supervise cleaning service
___	___	Supervise maintenance staff
___	___	Cooperate in administrative staff discussion on operation and maintenance of building and grounds

Food Preparation

YES	NO	
___	___	Plan meals and snacks
___	___	Plan food for special occasions
___	___	Prepare snacks
___	___	Prepare meals
___	___	Prepare foods for special occasions
___	___	Help children prepare foods for special occasions
___	___	Set table
___	___	Serve food
___	___	Clear away food
___	___	Clean up soiled dishes, etc.
___	___	Wash dishes
___	___	Order groceries
___	___	Inventory supplies and food
___	___	Plan seating arrangement for children
___	___	Care for equipment
___	___	Store equipment

PLEASE CHECK EACH TASK EITHER "YES" OR "NO"

Assisting Children with Routines

YES	NO	
___	___	Help children dress and undress
___	___	Supervise rest time
___	___	Perform daily health inspection
___	___	Administer first aid
___	___	Supervise bathroom procedures (toileting, washing, personal grooming, etc.)
___	___	Supervise snack time and/or mealtime
___	___	Introduce new child to center
___	___	Supervise and help children isolated because of emotional upset
___	___	Care for sick or injured children
___	___	Bathe children

Preparation of Materials

YES	NO	
___	___	Make art materials (paint, dough, clay, etc.)
___	___	Gather equipment and materials for activities
___	___	Arrange materials and equipment ready for use
___	___	Store equipment and materials
___	___	Dispose of left-over scraps
___	___	Clean work tables, equipment, floors, etc.

Secretarial, Clerical, etc.

YES	NO	
___	___	Answer telephone
___	___	Take messages
___	___	Accept and deliver supplies
___	___	Type reports, correspondence, etc.
___	___	Keep records
___	___	Take notes (at staff meetings, etc.)
___	___	Greet guests

Directing or Assisting with Activities

YES	NO	
___	___	Help to plan and evaluate activities and programs
___	___	Balance individual activity against group activity
___	___	Administer first aid when necessary
___	___	Store supplies and equipment in central storage area

PLEASE CHECK EACH TASK EITHER "YES" OR "NO"

Directing or Assisting with Activities (cont.)

YES	NO	
___	___	Store supplies and equipment in own room
___	___	Routine clean-up
___	___	Supervise creative activities (painting, playing with clay, etc.)
___	___	Teach and lead singing and rhythmic activity
___	___	Supervise dramatic play activities (blockbuilding, housekeeping, play, etc.)
___	___	Assist children individually
___	___	Assist children with group play
___	___	Assist children with problems
___	___	Dispose of wastes
___	___	Identify child's state of health
___	___	Select children's clothing appropriate for temperature and activity
___	___	Arrange equipment and materials to be used
___	___	Supervise special activities (field trips, animals, etc.)
___	___	Read or tell stories
___	___	Select recorded music
___	___	Supervise manipulative play (puzzles, woodworking, etc.)
___	___	Supervise outdoor play
___	___	Observe children (for example, observe in order to help plan the program to meet their needs or to plan the schedule so it will be more efficient)
___	___	Demonstrate techniques for above
___	___	Lead staff discussion related to above
___	___	Supervise teachers in above responsibilities

Planning Activities and Programs

YES	NO	
___	___	Plan goals for year's program
___	___	Help plan goals for year's program
___	___	Plan activities to be offered every day
___	___	Balance individual activity against group activity
___	___	Evaluate plans often and change them when needed
___	___	Plan daily schedule
___	___	Plan special activities (field trips, animals, growing plants, etc.)
___	___	Plan special activities for children with special problems or needs
___	___	Assist teacher staff in program planning
___	___	Assist teacher staff with techniques for meeting special needs of individual children
___	___	Make charts and outlines of ideas for program

PLEASE CHECK EACH TASK EITHER "YES" OR "NO"

Purchasing

YES	NO	
___	___	Plan for needs
___	___	Help decide needs
___	___	Order equipment and supplies
___	___	Make lists of supplies needed
___	___	Take inventory for own group
___	___	Take inventory for entire day care center
___	___	Purchase equipment and supplies
___	___	Approve budget expenditures
___	___	Secure data and estimate costs for purchases

Working with Parents

YES	NO	
___	___	Introduce parent to center and its program
___	___	Help acquaint parent to center and its program
___	___	Participate in parent conferences
___	___	Conduct parent conferences
___	___	Talk informally with parents
___	___	Answer parents' questions
___	___	Contact parents in emergency or illness
___	___	Conduct parent meetings
___	___	Participate in parent meetings
___	___	Write reports on contacts with parents
___	___	Write communications to parents (letters, cards, etc.)
___	___	Consult caseworker on parents' problems
___	___	Prepare for referral of child to other agencies
___	___	Counsel parents
___	___	Interpret social history and family background to staff
___	___	Supervise case aids working with parents

Administration

YES	NO	
___	___	Participate in planning and evaluating program
___	___	Keep records (health reports, fees, attendance, etc.)
___	___	Write reports
___	___	Administer insurance programs
___	___	Hire employees
___	___	Communicate with children's parents
___	___	Establish administrative policies (fee setting, admission, hours, etc.)

PLEASE CHECK EACH TASK EITHER "YES" OR "NO"

Administration (cont.)

YES	NO	
		Collect fees
___	___	Interview prospective employees
___	___	Schedule and allocate work for entire center
___	___	Schedule and allocate work for own group in center
___	___	Conduct staff meetings
___	___	Participate in staff meetings
___	___	Report accidents and other important happenings
___	___	Make observations for use by administrators
___	___	Supervise safety
___	___	Evaluate and supervise teaching staff
___	___	Train teaching staff
___	___	Assist with in-service training
___	___	Interview prospective clients
___	___	Interpret functions of center to community
___	___	Provide public tours
___	___	Collaborate to write proposals
___	___	Prepare budgets
___	___	Supervise social service personnel

REFERENCES

1. Keyserling, Mary D., "Who are the Working Mothers?" U.S. Department of Labor Statistics, Leaflet 37, 1965.

2. Focus on Children and Youth, The Golden Anniversary White House Conference on Children and Youth, Inc., Washington D.C. 1960.

3. Dennis, Catherine T., "Re-examination of the Purposes of Home Economics at the Secondary Level," Illinois Teacher, Vol. VIII, No. 1, pp. 3-12.

4. Buchanan, Elsie, "Education for Gainful Employment in Occupations Related to Home Economics," Illinois Teacher, Vol. VIII, No. 3, pp. 97-106.

5. Pope, Lillie, and Crump, Ruth, "School Drop-Outs as Assistant Teachers," Young Children, October 1965, pp. 13-23.

6. Schnell, Dorothy M., and Mills, Jane Y., "Education for Gainful Occupations Related to Home Economics--in California," Illinois Teacher, Vol. VIII, No. 4, pp. 156-172.

7. McLennan, Beryce W., "New Careers as Human Service Aids," Children, 13:190-195, Sept-Oct., 1966.

8. Costin, Lela B., 'Training Non-Professionals for a Child Welfare Service,' Children, 13:65-68, March-April, 1966.

9. Confay, Katherine R., "A High School Program in Child Care," American Vocational Journal, April, 1966, p. 34.

10. Hromadka, Van G., Children, 13:181-184, Sept-Oct., 1966.

11. Madjass, Ruth E. Whitemarsh, "From Research to Curriculum in Child Care,' American Vocational Journal, October 1966, pp. 38-39.

OE 6000 (9-65) DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D.C.

ERIC DOCUMENT RESUME

DATE OF RESUME: December, 1966

1. ACCESSION NO.
2. ERIC SATELLITE CODE
3. CLEARING HOUSE CONTROL NO.

4. SOURCE: U.S. Dept. of Health, Education, and Welfare
Office of Education, Bureau of Research
Final Report (6/65 - 12/66)

5. TITLE: A Survey Instrument for Identifying Clusters of Knowledge and Competencies Associated with Performance of Child Care Work. Project No. ERD-257-65

6. AUTHOR(S): Rahmlow, Harold F., and Cavanagh, Catherine

7. DATE: 12/66
8. PAGINATION: 14
9. REFERENCES: 11

10. REPORT/SERIES NO.: 10

11. CONTRACT NO.: OE-5-85-109

12. PUBLICATION TITLE: A Survey Instrument for Identifying Clusters of Knowledge and Competencies Associated with Performance of Child Care Work.

13. EDITOR(S): N.A.

14. PUBLISHER: Dept. of Education, Wash. State U. Pullman, Wash

FOR INTERNAL ERIC USE ONLY
(Do Not Write In Space Below)

DATE RECEIVED

IS MICROFILM COPY AVAILABLE? (Check one)
☐ Yes ☐ No

IS DOCUMENT COPYRIGHTED? (Check one)
☐ Yes ☐ No

HAS COPYRIGHT RELEASE BEEN GRANTED? (Check one)
☐ Yes ☐ No

DATE, NAME, AND COMPLETE ADDRESS OF AUTHORITY
TYPE OF RELEASE

15. ABSTRACT (250 words max.)

A team of home economists and day care center employees and supervisors conceptualized and field tested a survey instrument to obtain up-to-date facts about major types and combinations of tasks performed by child care workers.

A representative sample of child care workers is being identified. The instrument will be utilized to obtain data that will (1) provide up-to-date facts about combinations of work done by various categories of child care workers, (2) provide a base for identification of clusters of knowledges and competencies essential for effective performance of tasks constituting work patterns, and (3) ascertain the degrees to which such knowledges and competencies are congruent with those essential for work in other non-professional occupations.

16. RETRIEVAL TERMS (Continue on reverse)

Child care
Clusters of knowledge
Home economics, curriculum
Curriculum, child care

17. IDENTIFIERS

Vo-Tech. Ed. R and D Project
ERD-257-65

Figure 3. ERIC Document Resume

INSTRUCTIONS FOR COMPLETING ERIC DOCUMENT RESUME

The resume is to be used for storing summary data and information about each document acquired, processed, and stored within the ERIC system. In addition to serving as a permanent record of each document in the collection, the resume is also the primary means of dissemination. The upper left corner of the form (fields 1-14) is designed to conform to descriptive cataloging standards set forth by the Committee on Scientific and Technical Information (COSATI). Read the following instructions and complete the resume as directed.

A. GENERAL INSTRUCTIONS:

1. Read each entry point. If any point is not applicable, place "N.A." in the appropriate field. Except for those which you are instructed to leave blank, all fields must be completed with either the required information or "N.A."

2. Enter date of completion of the resume in space provided in upper right corner.

3. Entry must fit into space provided; if necessary use standardized abbreviation as cited by the American Psychological Association Publication Manual. (Publication Manual may be obtained from the American Psychological Association, Order Department, 1200 17th Street, NW., Washington, D.C. 20036.)

B. SPECIFIC INSTRUCTIONS:

Field 1. Accession No.: Leave blank. A permanent ED number will be assigned to each report and attendant documentation records as they are processed in the ERIC system.

Field 2. ERIC Satellite Code: Enter 3-digit code number assigned by ERIC to clearinghouse operation. If no code has been assigned, leave blank.

Field 3. Clearinghouse Control No.: If you are acting as a clearinghouse, enter the identifying number you have assigned to the document.

Field 4. Source: Enter corporate author, corporate source, or institutional affiliation of the author who originated the document. Include complete name and complete address of source, where possible. The Atomic Energy Commission Corporate Author Entries, TID-5059 (6th Rev.) will be the authority for corporate source citations. (AEC Corporate Author Entries may be obtained from Clearinghouse for Federal Scientific and Technical Information, National Bureau of Standards, U.S. Department of Commerce, Springfield, Virginia.)

Field 5. Title: Enter full document title. If document comprises only a portion of the total publication or release, refer to field #12. Include subtitles if they add significantly to information in the title proper.

Enter volume numbers or part numbers, where applicable, as an added entry following the title.

If the document has been identified with a project number, enter the project number as an added entry following the volume or part numbers.

Include the type of report (whether proposal, in-progress, final, follow-up) as an added entry following the project number, where applicable. Following the type of report, enter the inclusive dates covered by the report, by month and year. (Example: 1/63 - 7/65.)

Field 6. Author(s): Enter personal author(s) (corporate author is entered in field #1), last name first. (Example: Doe, John.) If two authors are given, enter both. In the case of three or more authors, list only the principal author followed by "and others," or, if no principal author has been designated, the first author given followed by "and others." (Example: Doe, John and others.)

Field 7. Date: Enter date of release of document by month and year. (Example: 12/65.)

Field 8. Pagination: Enter total number of pages of document, including illustrations, appendices, etc. (Example: 115 p.)

Field 9. References: Enter number of references cited in the bibliography of the document. (Example: 406 ref.)

Field 10. Report/Series No.: Enter any unique number assigned to the document by the publisher or corporate source. (Example: OE-53015; LX-135.) Do not enter project numbers; these are added entries field #5.

Also enter journal citations by name of journal, volume number, and pagination. (Example: NAEB Journal, v. II, pp. 52-73.) Do not include date; date is entered in field #7.

Field 11. Contract No.: If document has been supported by the U.S. Office of Education, enter the OE contract number.

Field 12. Publication Title: If document abstracted comprises only a portion of the total publication or release, enter complete title of publication. (Examples: Four Case Studies of Programmed Instruction; The Automation of School Information Systems.) For journal titles, spell out any abbreviations. (Example: National Association of Educational Broadcasters Journal.)

Field 13. Editor(s): Enter editor(s) last name first. (Example: Doe, Mary.) If two editors are given, enter both. In the case of three or more editors, list only the principal editor followed by "and others," or, if no principal editor has been designated, the first editor given followed by "and others." (Example: Doe, Mary and others.)

Field 14. Publisher: Enter name and location (city and state of publisher.
(Example: McGraw-Hill, New York, New York.)

Field 15. Abstract: Enter abstract of document, with a maximum of 250 words.

Field 16. Retrieval Terms: Enter conceptually structurable terms which, taken as a group, adequately describe the content of the document. If terms do not fit into space provided on recto, use space allotted on verso for additional terms.

Codes: Leave blank. Codes will be assigned for internal retrieval purposes.

Field 17. Identifiers: Enter all terms which would not fit into a structured vocabulary. Examples are: trade names, equipment model names and numbers, organizations, project names (Project Headstart, Project English), code names, code numbers.

16. RETRIEVAL TERMS (*Continued*)

GPO 908-451